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ABSTRACT

This teaching unit on self-awareness is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Childrer Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to encourage students to examine and become aware of themselves and their environment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities (which differ from those in CE 025 880, another document on the same subject), and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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ED188024

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#172

A CAREER EDUCATION UNIT FOR GRADES K-2

SELF-AWARENESS
(Consumer and Family Studies Career Cluster)

168 023 891

November, 1977

2

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

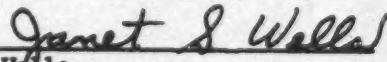
Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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SELF - AWARENESS

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SELF-AWARENESS

TEACHERS' GUIDE

RATIONALE

Career education is a process of becoming aware of one's self and the world of work. At an early age children observe their environment and experience many characteristics of self. This unit is designed to encourage them to examine and become aware of themselves and their environment.

GOALS

Through this unit, students will:

- Become aware of their own social, mental, physical and emotional characteristics.
- Gain an acceptance of their self characteristics.
- Learn to respect themselves and others.
- Become aware of their own environment.
- Develop a feeling of competency.
- Learn to recognize and accept their emotions.

PERFORMANCE OBJECTIVES

The students will be able to:

- Give an oral description of his/herself.
- Tell three activities they do well and one activity at which they would like to improve.
- Describe a situation that would make them happy and a situation that would make them sad.
- Tell about two jobs they do at home or school and tell why they are important.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine student self awareness. The responses will be oral and may be taped. It may be administered as a group discussion or each student may be interviewed individually if circumstances permit.

1. What can you tell me about yourself?
What do you look like?
What can you do?
2. What things are hard for you to do?
3. What is easy for you to do?
4. Describe a situation that would make you feel sad.
5. Describe a situation that would make you feel happy.
6. Tell about jobs you do at home or school. Why is each job important?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

- Films, filmstrips, soundstrips as listed.
- Tapes and tape recorder.
- Books as listed.
- Variety of art materials.
- Film projector, filmstrips projector.

Films:

Big and Little
Learning to Look at Hands
Good Citizens
Fairness for Beginners
Beginning Responsibility: Doing Things for Ourselves in School
Just One Me

Filmstrips:

Fs Learning to Listen Carefully
Fs Getting Lost
Fs Learning to Do Things for Yourself

Soundstrips:

Ss Beautiful World
Ss I See You and Me
Ss Sometimes I Feel
Ss Getting to Know Me
Ss All Kinds of Feelings
Ss Do You Forget?
Ss Myself and Me
Ss I Can, Set 1
Ss I Can, Set 2
Ss Joy of Being You
Ss Making Mistakes
Ss What Next?
Ss My Family and Other Families - Alike and Different
Ss Everyone Needs Many Things
Ss Myself and Other People - Alike and Different
Ss Importance of You
Ss What is Missing? Girl; What Is Missing? Boy

Books:

Who Am I?, Behrens
Is It Hard? Is It Easy?, Green
How Do I Feel?, Simon
Cathy is Company, Lexau
Twenty-one Children, Ormsby
I Like to Be Me, Bel Geddes
Making Music Your Own
This Is Music
Children of the World Say Good Morning

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Films: MP 683 Values-Understanding Others
MP 3582 Feelings-Don't Stay Mad
MP 3718 What to do About Upset Feelings
MP 3630 Just Like Me
MP 6509 Tommy & Dee-Dee
MP 3524 Beginning Responsibility
(Doing Things for Ourselves in Schools)
MP 3525 Beginning Responsibility
(Lunchroom Manners)
MP 3526 Beginning Responsibility
(Other People's Things)
MP 3527 Beginning Responsibility
(Rules at School)
MP 5477 Beginnings of Conscience (K-6)
MP 3531 Big & Little
MP 3532 Bike
MP 5466 Fairness Game
MP 5954 Family Teamwork and You

Films: MP 2315 Friends
MP 5542 Greenhouse
MP 3602 Hoarder
MP 3603 Holiday from Rules
MP 3915 I'm Mad at You

COMMUNITY RESOURCES

The following persons may be used as resources in this unit:

- Parents of students.
- Older Students.

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE

To develop the children's awareness of their own physical characteristics. To create an awareness of how they are like other children.

MATERIALS

1. Entry Level Assessment.
2. Two hand mirrors.
3. Picture of children around the world.
4. Class picture, if available.
5. Task card -1

INTRODUCTION

Use the Entry Level Assessment. This can be done the day before if desired. Have two children look in mirror and name three parts of their face (nose, mouth, eyes). Ask all the children to close their eyes and feel if they all have these parts on their faces.

CLASS ACTIVITIES

1. Discuss other ways we are alike (hair, hands, fingers).
2. Use Dairy Council picture of children around the world to invite awareness of how children the world are alike.
3. If class picture available, have several children express how they are like a friend.
4. Task card-1.

SUMMARY

Select several children to tell about their pictures, and how they are like the people in the pictures.

Lesson 2

PURPOSE

To develop the children's awareness of how they are different from their friends, and why they are special.

MATERIALS

1. State music text: Making Music Your Own-Kinder-garten, by Bel Geddes, game-song Getting Acquainted, Page 24.
2. Small pieces of all colors of construction paper for teacher.
3. Little Owl Books: Children of the World Say Good Morning by Herbert McClure.
4. Picture of children around the world.
5. Task card-2

INTRODUCTION

Play Getting Acquainted from "Making Music Your Own". Use the first verse, but substitute the names written for pupil's names in your class. Have them stand as they sing back their name. Have the whole class sing the last part "How do you do? How do you do?" The song can be repeated several times to get a variety of names. Help children to generalize they are unique because they have different names.

CLASS ACTIVITIES

1. Tell the children: "I am going to hold up these colors one at a time (hold in fan position the colored construction paper). I want you to think very hard about which is your one very favorite color." As you hold them up one at a time make a tally of how many for each color. Read back the tally and encourage them to see they are different from some of their friends because their favorite color is different.
2. Read Children of the World Say Good Morning. Elicit responses that summarizes one way people around the world are different.
3. Show picture of children around the world, have the children point out differences (clothes, color, size).
4. Invite someone to describe you, their brother, sister, mother, father. Have them tell how the descriptions differ.
5. Task card-2.

SUMMARY

Invite several children to describe their drawing and to tell how their friend is different in appearance from his/herself.

Lesson 3

PURPOSE

To reinforce awareness of how they are different, and create an acceptance of one's self.

MATERIALS

1. Poem: My Name

I have a name. It's just for me.
Chosen by my family.

I like to hear my mother say
"This is our daughter, Linda Kay."

I like to write the letters so,
Putting each where it should go.

When mail comes addressed to me
I'm happy as can be.

I'm glad my name is just for me
Chosen by my family.

—Friendship Press

2. Film: Just One Me. (M.P. 3631 available at Instructional Resources Center, Superintendent of Schools Office.)
3. Task Cards 3-4.
4. Crayons, paint, paper, butcher paper.

INTRODUCTION

Read poem, My Name. Say: "If you could choose a favorite animal to be, which one? If you could chose another person to be, who? You will see a film about a boy who pretends to be something other than himself."

CLASS ACTIVITIES

1. View film.
2. Discuss why the boy wanted to return to being himself.
3. Have children close their eyes and select someone to talk. See if the children can guess who it is. Select several more children to talk. Let the children summarize they are special because of their voice.
4. Select children to walk. Verbalize how they walk differently. Select children to hop. Verbalize how they hop differently.
5. Task cards 3-4.

SUMMARY

Review with class why each person is special. Their hand-print, voice, hop or walk.

Lesson 4

PURPOSE

To establish the awareness that some tasks are difficult for some children to do and quite simple for others. To make the children feel he has abilities in some areas.

MATERIALS

1. Book: Is It Hard? Is It Easy? by Behrens.
2. Casette recorder.
3. Tape
4. Task cards 5, 6, 7.

INTRODUCTION

Read Is It Hard? Is It Easy? Let the children comment on the book.

CLASS ACTIVITIES

1. Make a tape of their responses to this question, "What is hard for you to do?" "What is easy for you to do?"
2. Task cards 5, 6, 7.

SUMMARY

The children will show and explain their efforts from the task cards. The children will resolve that they are special because they have different strong and weak areas.

CLASS ACTIVITIES

Have the children ask their parents or an adult what is easy and hard for them to do.

Lesson 5

PURPOSE

To reinforce Lesson 4 and to further develop a feeling of well-being about him/herself. To instill the idea that we can improve tasks that are difficult for us to do by practicing.

MATERIALS

1. If available, a film or filmstrip such as, "Learning to Do Things for Yourself."
2. Film or filmstrip projector.
3. Task cards 8, 9, 10, 11.

INTRODUCTION

Ask: "Who asked their parents or an adult what was hard or easy for them to do?" Lead them to understand even adults have tasks which are difficult for them. Ask: "What is easier for you to do than a baby?" Lead them to understand that we learn as we grow. Ask: "What can you do to improve a job that is difficult for you?"

CLASS ACTIVITIES

1. View film or filmstrip, if available.
2. Task cards.

SUMMARY

Select a few children from each task card group to explain the results of their task card assignment. Summarize the filmstrip.

CLASS ASSIGNMENT

Ask them to practice at home what is difficult for them.

Lesson 6

PURPOSE

To be aware that we have different feelings about situations, food, animals, kinds of weather. To show if a situation would make them happy or sad.

MATERIALS

1. State Music Text, Making Music Your Own, Page 101.
2. Piano.
3. Task cards 12, 13, 14, 15, 16, 17.
4. Multi-response activity ditto, next page.
5. Crayons, popsicle sticks, scissors for multi-response activity.

INTRODUCTION

Play and teach the song If You're Happy and You Know It, Page 101, Making Music Your Own. Use other suggested verses on Page 101 of State Music Text.

CLASS ACTIVITIES

1. Pass out the multi-response activity ditto and have the children color the faces, then fold and staple on the end of popsicle sticks. Tell the children to look at the happy face side of their puppet, and the sad face. Tell them that you will read some situations, and if they feel happy to show you the happy face and if they feel sad to show you the sad face. Use task cards 12, 13, 14 for feeling situations.
2. Task cards.

SUMMARY

The children will summarize that they have different things that make them happy or sad. "Did everyone feel happy about eating broccoli?"

Lesson 7

PURPOSE

To explore reasons for doing work at home and school and to tell why the jobs are important.

MATERIALS

1. Film: Beginning Responsibility: Doing Things for Ourselves in School. (M.P. 3524, available at Instructional Resources Center, Superintendent of Schools.)
2. Task cards 18, 19, 20.
3. This Is Music, Page 16, What Do You Want to Be When You Grow Up? (If available.)

INTRODUCTION

Tell the children: "We are going to view a film entitled Beginning Responsibility: Doing Things for Ourselves in School."

CLASS

1. After viewing film ask: "Why do you think it is important to do work at school?" Make a list. Ask: "What kinds of jobs do you do at home? Why are they important?" Make a list. Read the list and ask for any additional ones.
2. If available, teach What Do You Want to Be When You Grow Up?. Have children sing responses as suggested in music book.
3. Task cards 18, 19, 20.

SUMMARY

Review the list you made with them. Tell them you are proud of their good reasons for knowing so much about work.

Lesson 8

PURPOSE

To assess students awareness of self.

MATERIALS

1. Cassette or tape recorder.
2. Tape from pre-test.
3. Entry Level Assessment.
4. Music books: Making Music Your Own, This is Music.
5. All task cards for unit.

INTRODUCTION

Say: "Today we are going to find out how much more we know about ourselves than we did when we first looked in the mirrors."

CLASS ACTIVITIES

1. Listen to previous tape.
2. Make a new tape of post-test.
3. Review songs: What Do You Want to Be When You Grow Up?, Getting Acquainted.

SUMMARY

Have the children discuss what they liked or disliked about the task cards and the unit on Self, as you review them.

TASK CARD 1



You need:

magazines

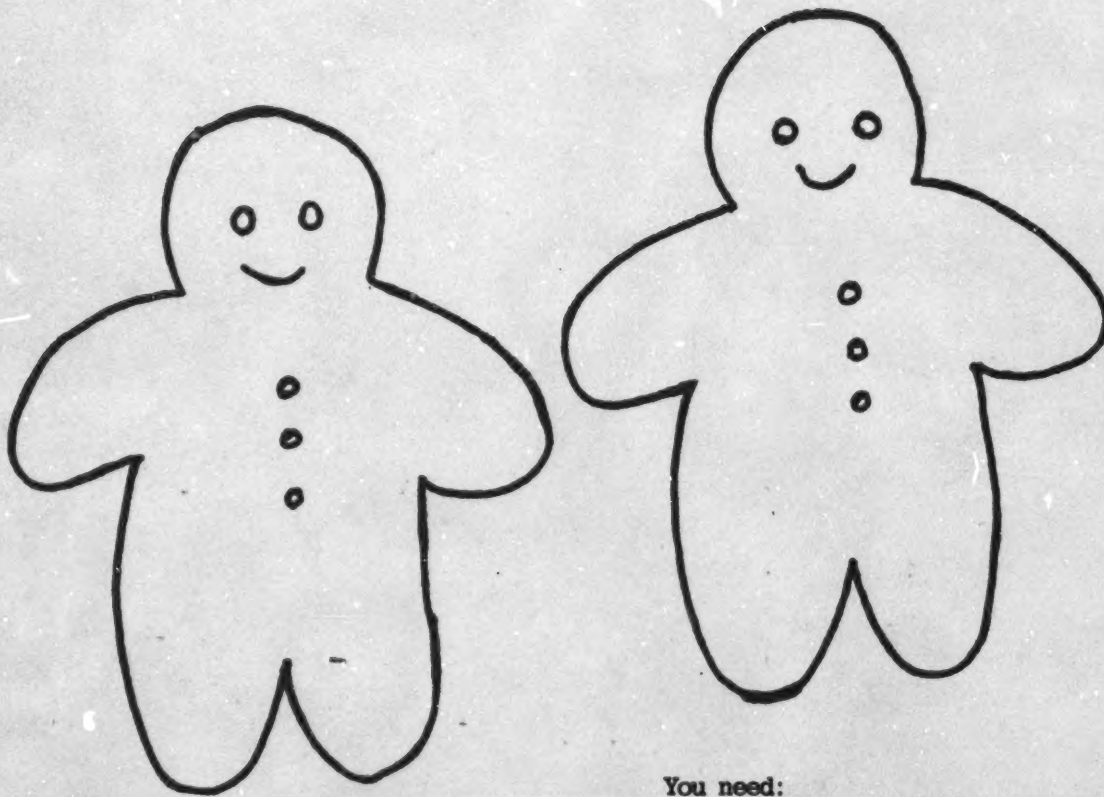
paper

scissors

paste

1. Cut and paste pictures of two people showing how they are alike.

TASK CARD 2



You need:

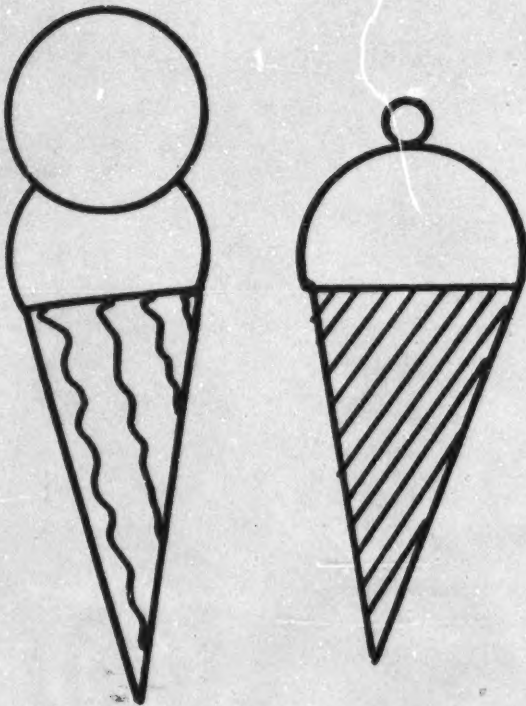
each child needs a partner

paper

crayons

You will each select a partner. First, one person will describe his/herself; then the other partner. Now draw a picture of your partner.

TASK CARD 3



You need:

1. crayons or felt pens
2. paper folded in half

Draw a picture on one side of the page that shows how children are alike.

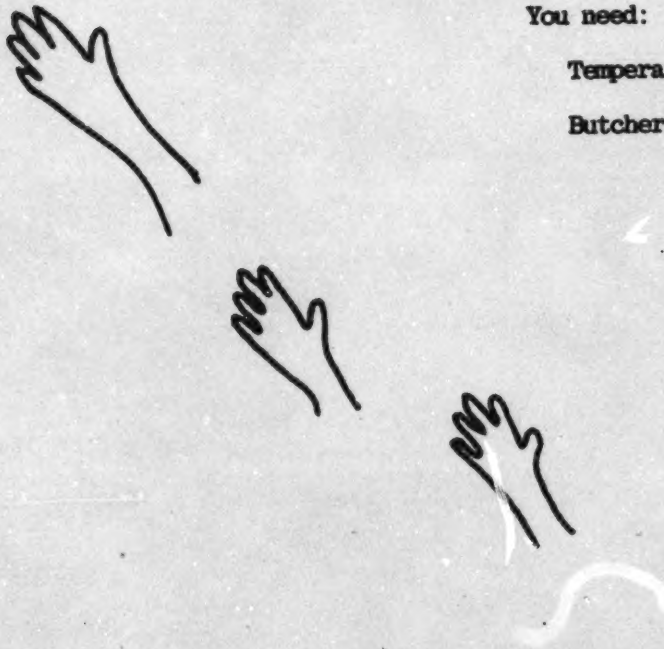
Draw a picture on the other side that shows how children are different from each other.

TASK CARD 4

You need:

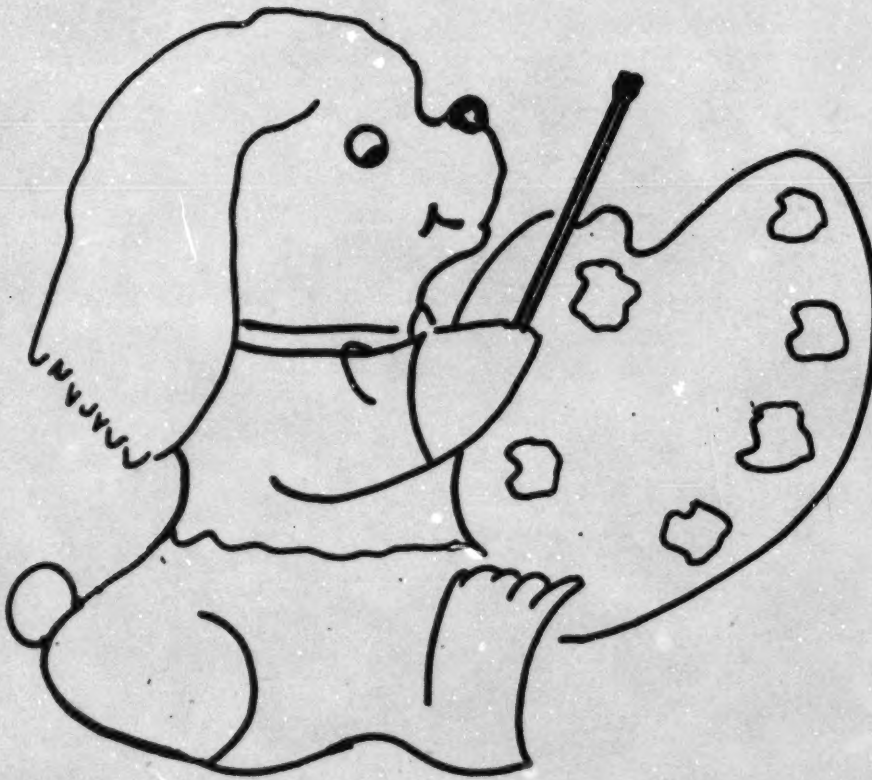
Tempera paint

Butcher paper



You will be making a handprint on paper. You will put your hand in the container of paint. Then make a print on the paper. Be careful not to make your handprint on top of a friend's hand. Don't forget to wash your hands!

TASK CARD 5



You need:

easels
newsprint
tempera paints
brushes
smocks

Paint a picture of something that is easy for you to do.

TASK CARD 6



You need:

scraps of colored
construction paper

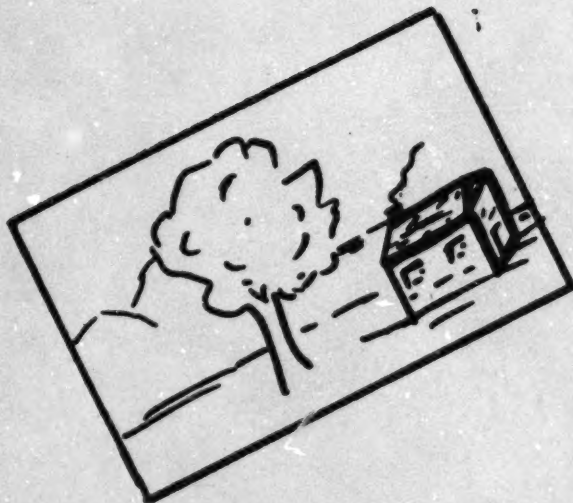
manila paper

paste

scissors

Cut from construction paper scraps, a picture that shows what
is easy for you.

TASK CARD 7



You need:

starch and containers

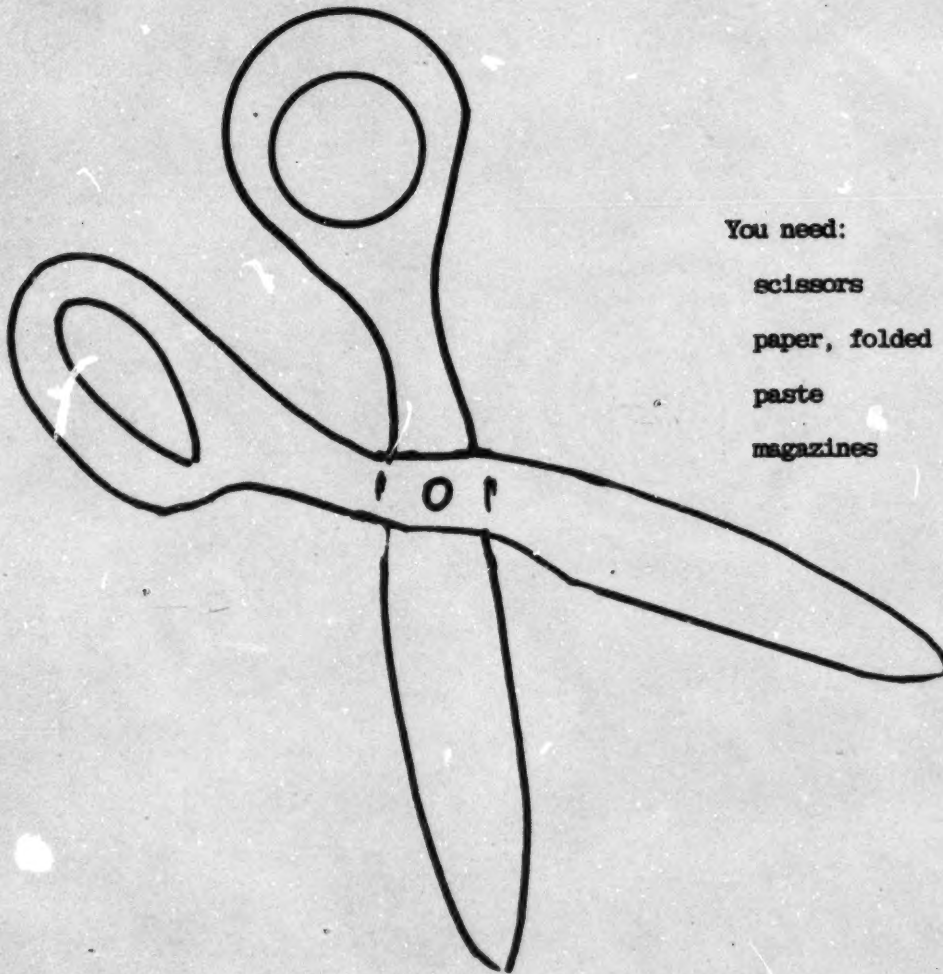
colored chalk

paper

brushes

smocks

Use your brush to apply the starch to your paper. Using the colored chalk make a picture that shows something hard for you to do.



You need:

scissors

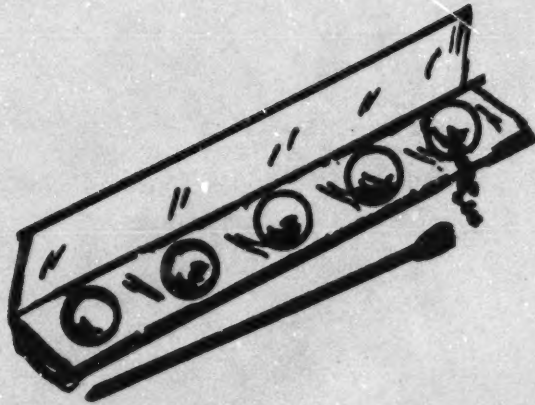
paper, folded in half

paste

magazines

Cut and paste pictures on one half of the page that shows what is easy for you to do. On the other half, cut and paste pictures that shows a task you would like to improve.

TASK CARD 9



You need:

water colors

containers for water

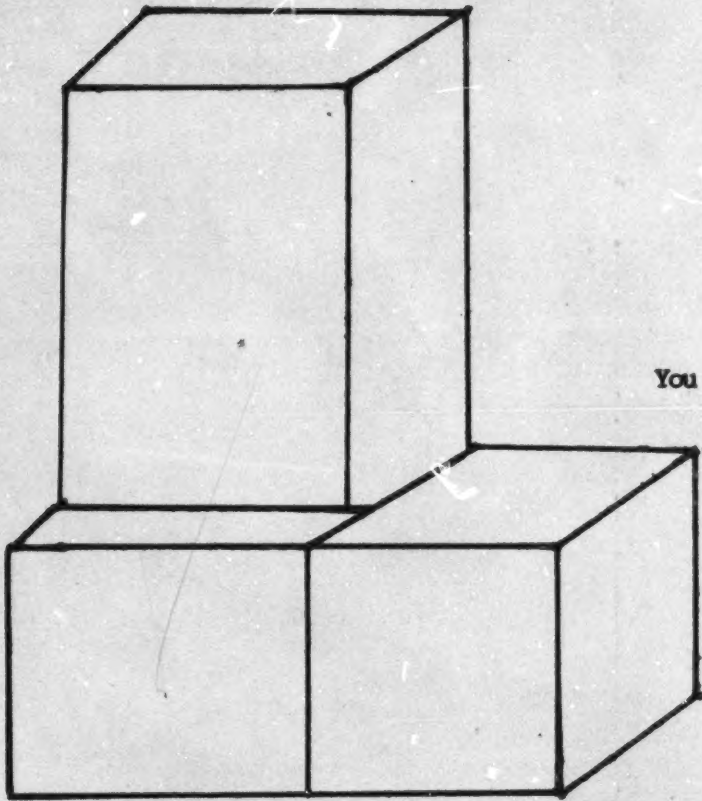
brushes

paper

smocks

Paint a picture of something you can do much better than a baby.

TASK CARD 10



picture of blocks

You need:

building blocks

With building blocks, make a building that people could work in.

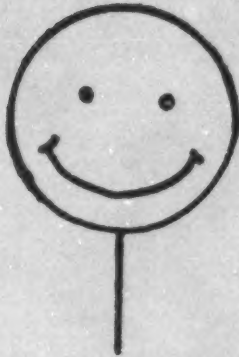
Tell what kind of work they do in this building.



You need:

1. colored chalk
2. paper
3. smocks

With colored chalk make a picture of something you would like to do when you are an adult.



You need:

some children

By using facial expressions and body movements you will show how you feel:

at the beach

in the swimming pool

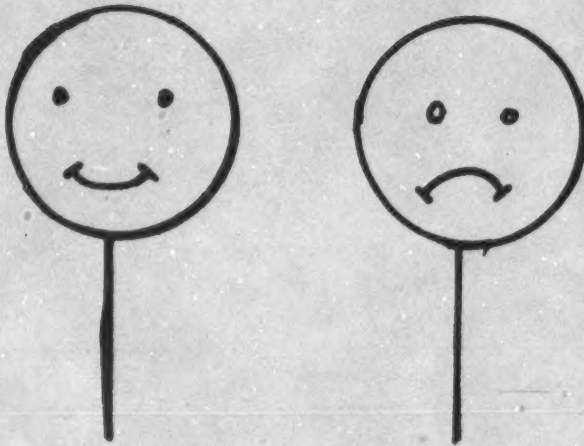
petting a kitten

eating broccoli

putting a jacket on with the zipper stuck

being told to go to bed

getting a present



You need:

some children

You will act out how you feel:

falling on the sidewalk

going out on the playground

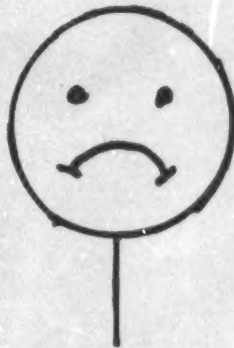
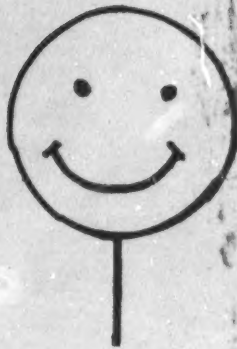
having a birthday

loosing a tooth

eating ice cream

being invited over to a friend's house

getting new shoes



You need:

some children

You will dramatize how you feel:

being told you have to move

going to the Dr.'s office

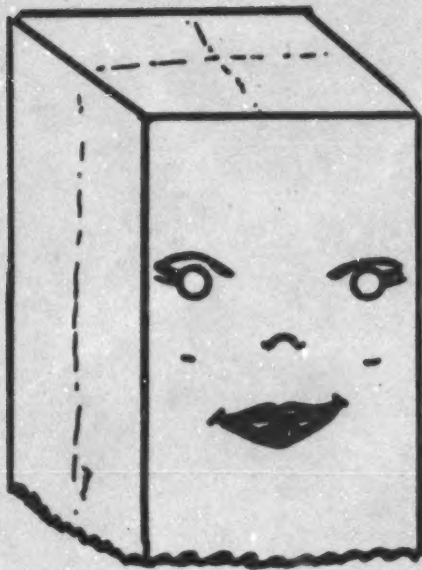
eating pizza

riding in an airplane

going to the zoo

helping your mother set the table

receiving a little puppy

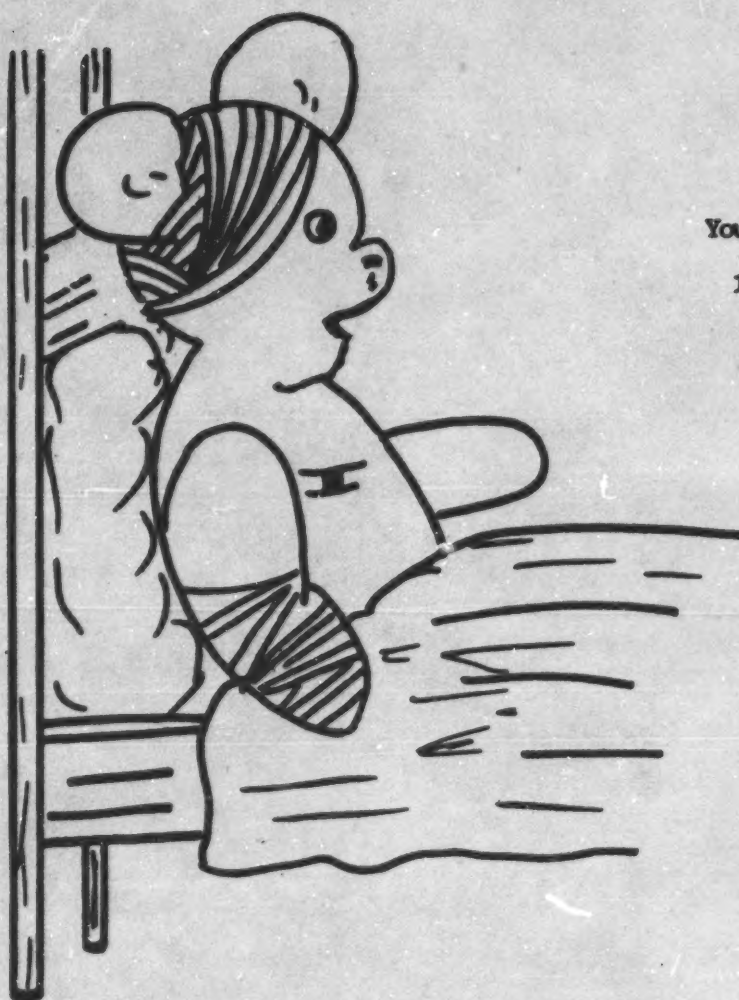


You need:

1. a paper bag
2. crayons or paint

Paint a face. Make the face happy, sad, angry, afraid or scared.

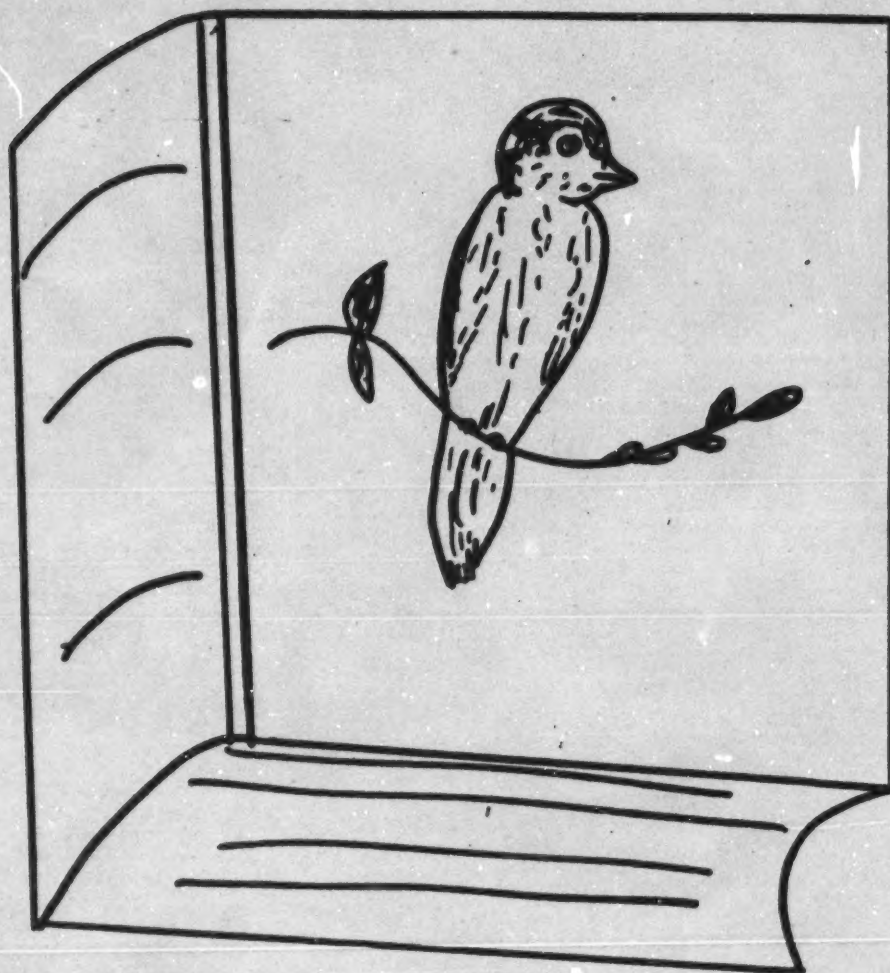
Show your face to the group and tell them why it is feeling happy, sad, angry, afraid or scared.



You need:

1. cassette or tape recorder.

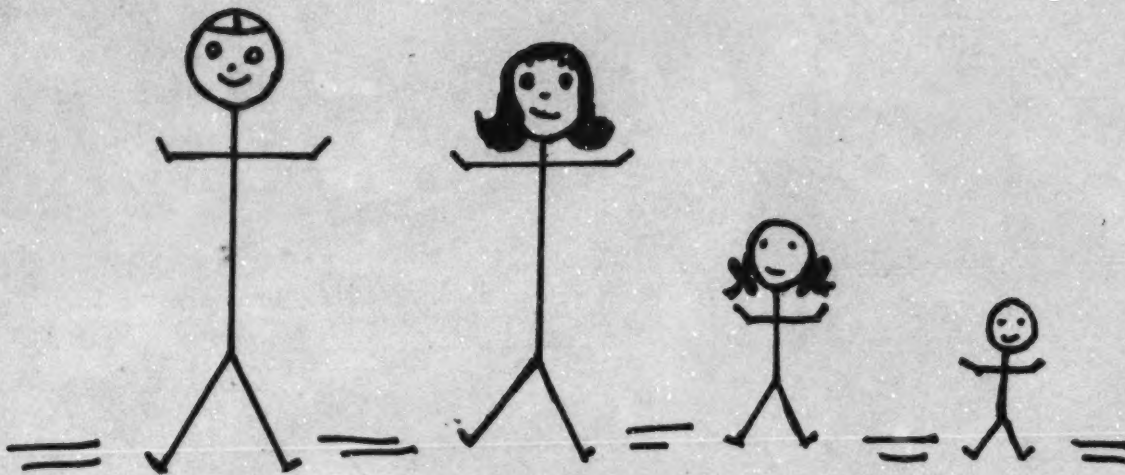
Using the tape recorder or cassette, tell what makes you feel sad. Play back so the class can better understand your feelings.



You need:

Your room

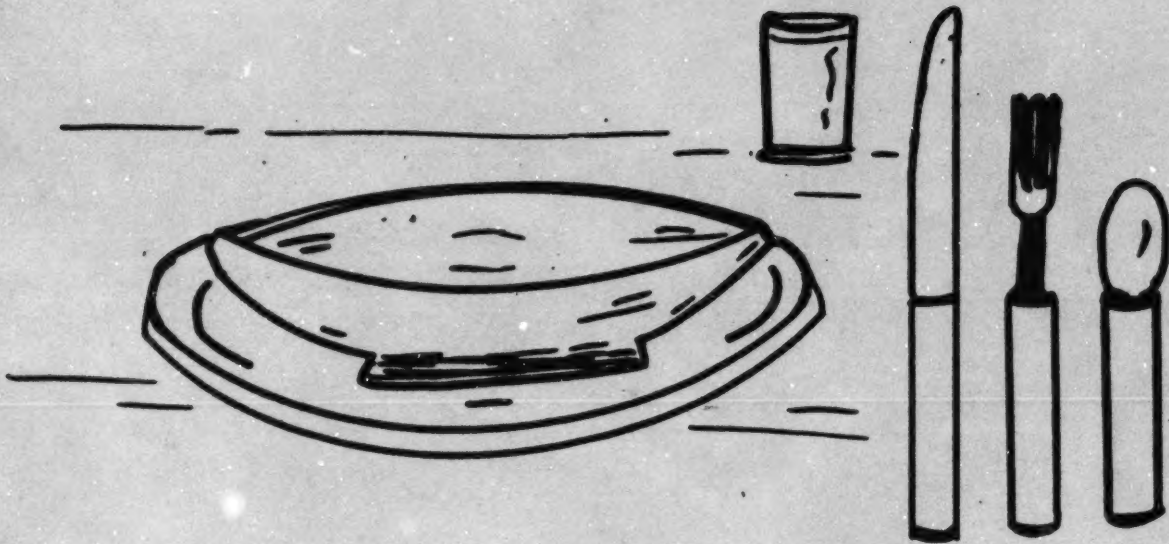
Choose something in the classroom to do that would make you happy. Tell your friends what you chose and why you chose it.



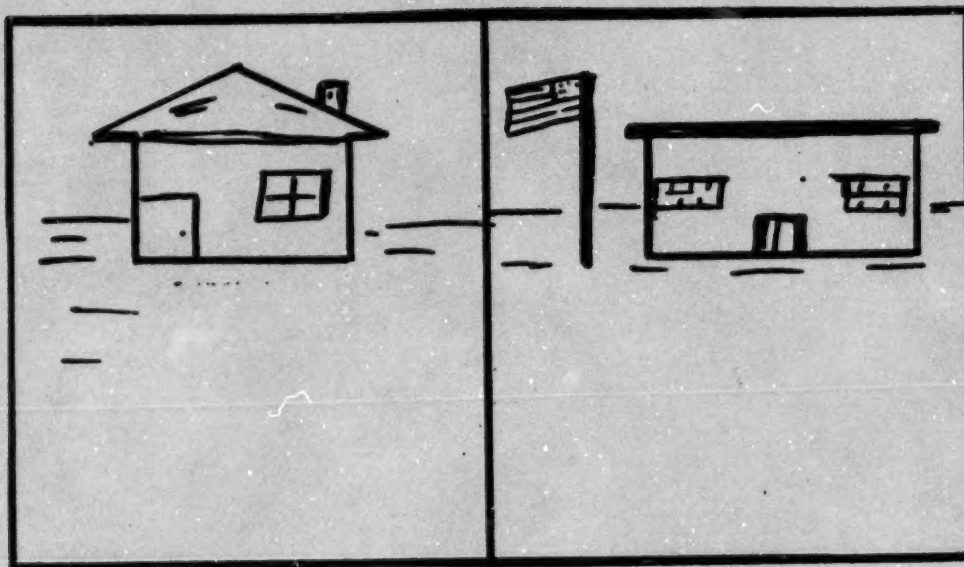
You need:

1. construction paper
2. small squares of sandpaper or flannel
3. crayons
4. flannel board
5. paste

Cut out of construction paper figures to represent your family. Use crayons to add features. When you are finished paste the small squares of sandpaper on the back. When you are finished use the flannel board, put your family on it, and tell what jobs each one does.



What jobs do you do at home? Act some out and see if your friends can guess what you are doing.



You need:

1. paper folded in half
2. crayons

On the left side of your paper draw a picture of work you do at home.

On the right side of your paper draw a picture of work that you do at school.